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Nurturing Global Education in its Infancy

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This paper will examine the what, why and how global education can be infused in the curriculum and classroom instruction K-16. The article is intended to provide a synthesis of many ideas expressed by numerous authors and an approach for organization of key concepts into a particular subject for classroom instruction.

While much literature related to global education has appeared in numerous professional journals limited attention is given to the teachers or professors who need to infuse global education into their particular courses. It will be helpful to examine briefly the approaches which have emerged over the past three decades because each approach would influence what particular focus would be emphasized in terms of learning outcomes.

Globalization was defined by Robertson (1987) as "the crystallization of the entire world as a single place, and as the emergence of a global human community". The explanatory potential for global education is still to be more fully articulated if there is to emerge a framework which will serve as the structure for multidisciplinary delivery of learning experiences which yield a global perspective and a sense of global responsibility.

Historically, in the United States four different approaches developed for structuring and strengthening global education within our educational system. These included: 1) the traditional approach, 2) the world-centered approach, 3) the world-order studies, and 4) the issue approach. Each will be discussed only briefly.

The traditional approach according to Vocke (1988) emerged during the 1950s and 1960s to help individuals cope with a global age. Foreign policy studies and area studies emerged in response to prepare global citizens who can function in a global society.

The foreign policy approach to global education assumes a state-centric view of the world. Statesmen and diplomats conduct foreign policy to pursue national interests. This approach tends to emphasize personal insights and develops a realistic attitude toward national interest and power politics. Loyalty to the nation did little to aid students to transcend beyond the national boundaries and to achieve world perspective.

The area studies under this same approach according to Becker (1979) advocated that area studies content is essential for students to develop an awareness of the intricacies that characterize regions and cultures throughout the globe. Asian studies and African studies are

examples of this approach. Gaining experiences in a specific culture or region is seen as the primary benefit to students immersed in area studies. Study abroad programs can serve this purpose.

The world-centered approach to global education takes on a more macro orientation and stresses the links or interconnectedness of the world's people and cultures.

The webs of interdependence create the need for greater understanding and acceptance of diversity. Diversity of cultures should be viewed as a strength and desirable characteristic of human inhabitants and cultures. Insistence on the value of tolerance is more of an attitude emphasis. Along with diversity we also share commonalities. Interdependence calls for cooperation, sharing and caring for the global village.

The world-order studies suggest that the present state of world affairs is characterized by ideological, economic and political cooperation and conflict. The world-order advocates propose an interdisciplinary networking to examine world futures based on core values such as peace, human rights, ecological balance and social and economic justice.

The issues approach focuses on specific issues that threaten the survival of humankind—population growth, world hunger, nuclear proliferation, pollution, homelessness, to mention a few. The intent is to examine these issues and their consequences critically if students are to be sensitized as to how these issues can affect them and what they can do to cope with issues that affect people on a global scale.

Global education is the process by which people acquire the ability to conceptualize and understand the complexities of the international systems. Individuals form a realistic global perspective as they develop an awareness of the world cultures, our interdependence, interconnectedness and recognize the diversity and commonalities of human values and beliefs. A global perspective consists of the information, attitudes, skills and awareness which, taken together, can help individuals see the world as an interrelated system. It facilitates an understanding of the world and how people affect others and others affect them. The reality of the world is often misinterpreted because of our own ethnocentrism. We can be blinded by a restrictive perspective unless we consciously view our systems, philosophical, ideological, religious, economic and social in a relativistic perspective. It is important to help students transcend the national boundaries if they are to relate consciously to global issues, events, problems, and concerns. Global education has attracted attention from larger constituencies for several reasons:

- The information age makes us instantly aware of world problems and events.
- The growing interrelationships among nations and Peoples along economic, political, educational, and scientific and technological lines.
- The transparent urgency of atmospheric pollution. Greenhouse effects, homelessness, poverty, over-population.
- The changing world market economy.

- The lack of knowledge among U.S. students about the world and foreign languages by comparison to students of other developed nations.
- The concern of professional educators and other organizations to promote global awareness in schools and colleges.
- Political, civic and educational leaders placing global education on their agenda for serious dialogue.
- The hypersonic transportation system for transnational travel facilitating human mobility.

The global education focuses on issues that affect all of humankind and engenders individual concern for survival and improvement of all life on this planet. Because the major world problems are so complex, rapidly changing, affecting our lives, and have long term consequences, it is necessary for students to become aware of these problems, think about them at the earliest time possible in global ways. A predisposition that individuals, groups, and organizations can have an influence in changing the future human course of action is an important concept.

Infusing Global Education

Global education does not represent a new or additional subject to be added to the already crowded curriculum but necessitates infusing key concepts into each subject area that enables a student to examine the instructional material from a global perspective. Promoting individual intellectual sensitivity to foreign and other national cultures and values can be initiated as early as the kindergarten. For example ask an elementary U.S. child to describe a Russian and note how early we tend to create the face of an enemy. However, ask a Russian child to describe a U.S. person, and the lack of global education will be equally apparent.

Kniep (1986) observes that the values that people hold reflect their attitudes and beliefs and are shaped by their experiences. Many of these values are shaped early in life and to some extent influence one's world views. While Kniep (1986) and McCue (1989) would argue that philosophies of global education exist, these authors maintain that the thoughts and actions propelling global education are not adequately focused to claim a single philosophic orientation. Perhaps, it is essential that divergent approaches be used with varying philosophical orientations to achieve responsive student outcomes stemming from diverse thinking. This is one more reason for interdisciplinary teaching which integrates various perspectives and orientations to common issues.

Global education advocates also have subscribed to different emphasis. Otero (1983) for example is a strong advocate for process in helping students to become individually involved and gain new insights and sensitivities via interactions with others, with issues and confronting one's own views introspectively. McCue (1989) contends that global perspectives regularly turn out to be most deeply personal. Several civic and church organizations support the notion of centering

global education in the development of attitudes which show tolerance of diversity, pluralism, concern for fellow beings and moral values.

Kniep (1986) devoted a lengthy article to defining global education by its content as noted in the references. Perhaps the widespread acceptance of global education will result because there is a common ground of content which not only describes and defines the world as a global society but creates some order to thinking about those realities of the global village to which teachers from many disciplines can relate.

While there is not current consensus about the instructional models, it seems clear that the process, content, attitudes and skills are all important in developing global awareness and competence. Wolansky (1989) observed that global education is not limited to any single approach. He stated, "Whatever approach is selected, it seems critical that classroom teachers make the decision to select the content and create the process by which global perspective objectives and competence can be gauged." The questions of substance (content) of global education have been addressed by several authors and agencies.

Table 1
Four Dimensions of Global Education

<u>Hanvey's Dimension</u>	<u>Kniep's Proposal</u>	<u>United Kingdom Model</u>	<u>Iowa Guide to Integrating Global Education</u>
• Knowledge of Global Dynamics	• Global System	• Global Interdependence Interrelatedness	• Global Interdependence
• Cross-cultural Awareness	• Human Values	• Development	• Human Resources, Values & Culture
• Awareness of Human Choices	• Global Issues and Problems	• Environment	• Global Environment and Cultures
• State of the Planet Awareness	• Global History	• Peace and Conflict	• Conflict Management
• Perspective Consciousness		• Rights and Responsibilities	• Change and Alternative Futures

Each of these dimensions or themes of global education Is expanded in detail within the original sources cited in the reference.

It is readily apparent that some themes, or broad topics are viewed as being essential and basic to organizing global education instruction regardless of discipline. In the U.S., United Kingdom, Canada, Sweden, West Germany and several other countries global education has become a grassroots movement with many schools as well as public and non-governmental agencies becoming active in the promotion of global perspective in our citizens. Philosophically, as one views this movement in the highly developed nations, it would mirror the orientation of humanistic education recognizing the value and worth of every individual, coping with the larger complex world problems which require cooperation, and becoming more enlightened about these issues which tend to impoverish humankind.

Whether these themes are adequate or all-inclusive can be contested, however, classroom teachers need some frame of reference to select specific content, sequence, and integrate it into their instructional system if continuity is to be achieved from one instructional level to the next. Any critic of the above themes needs to recognize that all of education undergoes continuous review and revisions based on the most enlightened judgments of the times.

The actual implementation of global education for any level of instruction will require a three prong approach. Teachers or faculty will require staff development. This means attending some formal workshop, seminar or symposium to become familiar with prevailing concepts, approaches and successful learning activities. Presenters at global education conferences can also contribute to the staff development process. Curriculum development is also beneficial during the early stages. Interdisciplinary planning, writing objectives related to global perspective, identify in student activities and integrating these into the teacher's instructional plan will provide the necessary structure for organizing global education content.

Resource development is the remaining task for a teacher. First, a teacher *may* seek what resources are already available for the particular subject-what films, video tapes, computer software and text materials are available in the library. Teachers may find it necessary to work with students in identifying and creating a resource book, reading lists, and visual materials. Staff development, curriculum development and resource development will enable teachers to make instructional decisions with regard to substantive content for global education. It simply is not realistic to ask a teacher or professor to infuse global education without some immersion in the above development processes. There is a wide array of global education resources for most subject areas. *Global Teacher, Global Learner* is a good resource for teachers and professors to use as a reference.

Why Is Global Education Urgently needed in our Schools & Colleges?

Depending on what group is asked to answer this question, a slightly different response will be elicited. The governors may view the benefits of global education contributing to economic development as noted in their 1989 Association publication. Many civic and social organizations may view the importance of environment, conflict management and human rights. The educators, seeking meaningful reform in many countries recognize that several critical

factors will characterize the twenty-first century. Tetenbaum and Mulkeen (1986) noted that in the new century, problem solvers will be needed to deal with increasingly complex issues such as over population, hunger, environmental rape and pollution, inadequate energy supplies, and urban decay. It does not mean that these are new issues, but the nature, scope and intensity of the changes affecting our individual lives are pervasive whether we live in developed or under-developed nations. Can all subjects, not just geography and foreign languages contribute to cultural literacy and then help students to transcend their own culture to comprehend the diversity, commonality, and interconnectedness of peoples from different political, ideological, cultural and economic systems? Global reality is based on examined perspective and respecting the co-existence of plurality of values, beliefs and cultural norms with a respected history and tradition. Ethnorelativism represents the opposite end of ethnocentrism in terms of global sensitivity and maturity.

The study committee on Global Education chaired by Clark Kerr (1987) in its publication, *The United States Prepares for its Future: Global Perspectives in Education*, recommended, in particular that four curricular areas be emphasized:

- A better understanding of the world as a series of interrelated systems: physical, biological, economic, political, and informational-evaluative.
- More attention to the development of world civilizations as they relate to the history of the United States.
- Greater attention to the diversity of cultural patterns both around the world and within the United States.
- More training in policy analysis both of domestic and international issues.

The purpose of these curricular emphases is to assist Americans to understand better and to participate more effectively in the world of the present and the future. Perhaps even a more compelling reason why global education is gaining wider public and educational leadership support is the recognition that we may study, work and live in nations and cultures different from our own. With the communication and transportation advances, it will be possible to have breakfast in Chicago, travel to Tokyo to a business luncheon meeting, and have a final report faxed to the headquarters office in San Francisco the same day.

Optic fiber communications, hypersonic transportation, and global economy marketing of goods and services will alter our way of life and work. As Lambert (1990) cites in his compelling article "The information umbrella enables not only global awareness but also global dialogue." He also points out that, "As mobility increases, the tastes, habits, and preferences of people get transported to different places." We need to raise the perspective consciousness not only about our globe but also the long term effects of planetary space as we intrude with spinning satellites, orbiting experimental laboratory stations, and military installations. Global education can enhance our coping skill which will be needed in the future.

The world of the future is already at our thresholds we must call on greater use of knowledge, adaptation, and creativity to participate meaningfully and effectively in a life style that increasingly calls for bicultural understanding. Lambert (1990) cites Levitt from his interview with a fitting statement that the drive to participate is a deep, perhaps genetically encoded, part of the human animal, one that the recent democracy movements in Eastern Europe have amply illustrated.

How Global Education Can be Infused in the Classroom

There are numerous sources which will help teachers of specific disciplines to infuse global education in their classroom. Anderson (1982) proposed an anthropological approach which aids to describe what is actually happening in the classroom. She stated that this approach has the merit of demonstrating that globalizing education is not too broad, too "fuzzy", too complex, nor too abstract to be done with integrity at any level of education, including elementary.

While many rationales and design patterns for global education have been generated, in essence, a scheme for planning, selecting and ordering learning experiences needs to be followed. One of the recent books by Pike and Selby (1989) titled, *Global Teacher, Global Learner* has provided ample formats for teachers to select for their particular teaching situation. Their suggested format indicates that a teacher needs to consider: a) knowledge objectives, b) key ideas or content, c) activity/output, and d) resources.

This text supplies many key ideas as well as subject-based approaches to global education. There are several states which now have developed curriculum resource guide materials for teachers for elementary schools and secondary schools. Also, many publications, films, video tapes, and other media are available to teachers.

Students preparing to become teachers now have a greater opportunity to study abroad, do part of their student teaching abroad, and participate in global studies so that they can acquire a global perspective personally. These types of experiences will better equip them to serve in our future classrooms. As Paulson (1982) observed, "If teachers are international in outlook, attitude, and experiences their students will reflect this perspective too."

Teachers in the U.S. are given great flexibility and responsibility to make the decisions affecting the identification of learning objectives, selection of content, determination of process, and evaluation of learner outcomes. Most teachers have access to many resources to aid and enhance their teaching.

There is also a growing body of literature in global education which creates a more solid foundation of theory and practice. For example, Ramler (1991) cites six guiding principles developed by Becker for global education. These include:

- All teachers, as well as students, should have opportunities to learn about and work with individuals whose ethnic and cultural background are different from their own.
- Global studies should be viewed as cross-disciplinary, involving the arts, humanities,

sciences, mathematics, as well as foreign languages and social studies.

- The impact on individuals and on society by the increase in transnational interactions should be included in the curriculum.
- The changing role of nations in the world system should be explained throughout the instructional materials, and the increasing number and importance of international organizations should be highlighted.
- The changing and evolving role of the United States in world affairs should be included in the study of international trends and development.

The above guiding principles present a challenge to teachers of all disciplines and will serve as guideposts to instructional development of appropriate learning encounters for students of particular levels of instruction.

Summary

Global education is not a new subject, but an essential dimension of many subjects.

Global education must encompass content, process, competence and attitude. Research from the Research Center for Education supports the premise that the school administrator of effective schools places important emphasis on curriculum and instruction. Therefore, it is necessary for school administrators to influence the teachers to infuse global education in their particular schools. It may be appropriate to end with Sava's quotation from a publication of the National Association of Elementary School Principals, "In an era of increasing international interdependence, we can ill afford to let our young people remain ignorant of the complex ties that bind the people of the world into one global community." Because global education engenders a deeply personal perspective, evaluation must stress self-assessment. The important point here made by Levitt (1990) is that one has to respect human behavior instead of always trying to judge it.

States including New York, Florida, Maryland, Minnesota, California, Michigan and Iowa have made serious efforts to infuse global education in their school and college curricula. Obviously there are other states with which the author is not equally familiar with their efforts. As an author, I also encourage the reader to look to many other nations including the United Kingdom, West Germany, Switzerland, Holland, Australia, and Canada for global education models and resources.

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